

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan

| | |
|---------------------------|------------------------|
| Instructor: Barbara Koger | |
| Program/County: Wayne | Director: Bill Roberts |

| | |
|--|--------------------------------------|
| Title: "Where the Sidewalk Ends" | Content area: Reading and Writing |
| Length of lesson: 30 minutes to 1 hour | NRS Level (s): 456-517 GPA (3.8-5.9) |
| Standard(s) Introduce a topic, organize ideas/ concepts and recall relevant information. | |

| | |
|---|---|
| Lesson Objectives Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy | At the end of this lesson, students will be able |
| | <p>Students will learn to utilize the following strategies:</p> <ol style="list-style-type: none"> 1.) Activate prior knowledge and analyze the text 2.) Make predictions 3.) Be able to determine the five senses by completing the Sensory Impressions Exercise 4.) Be able to summarize the poem by writing a short summary. |

| | | |
|---|---|---|
| Assessing mastery of the objectives | <p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <ol style="list-style-type: none"> 1.) What the poem says to you? 2.) How their prior knowledge helps them to relate with the text? 3.) What conclusion they can assess? | <p>The means of assessment and check for understanding will be:</p> <p>When my students can successfully determine and summarize 3 key ideas from the text. My students will write a short summary of the poem.</p> |
| <div>Pre-teaching</div> <ul style="list-style-type: none"> • How will I introduce the objectives? • How I will make a connection between the content and my students and engage? • How I will draw on prior knowledge? • How will I provide purpose for using the strategy and reading the selected text? | <p>I will introduce my students to phonemic awareness by exercising their ability to generate rhyming words to complete sentences. I will emphasize rhyming by using the rhyming jar technique. I will also encourage the students to explain how their words rhyme and how they conclude the sentences. Students will pick rhyming word strips from the rhyming jar and practice completing the sentences. This will help the students become familiar with rhyming words that will help them connect to the poem.</p> <p>..</p> | |

| | | |
|----------|--|--|
| Teaching | <p>Instruction/Modeling</p> <ul style="list-style-type: none"> • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? <p>Guided Practice</p> <ul style="list-style-type: none"> • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are <i>“getting it”</i> during the lesson? | <p>I will begin by introducing the book and the author. I will access their prior knowledge by discussing the author, book, the poem and the poem’s illustration.</p> <p>The poem will be copied for each student to have easy access. I will begin by reading the poem to the students. This will allow the students to gain confidence by listening and following along with the text. Next we will perform choral reading to encourage oral reading in a classroom setting.</p> <p>The students will be allowed to re-read and then discuss ideas as they analyze the poem.</p> <p>The class will engage in open discussion of their predictions and conclusions after reading the poem.</p> <p>I will encourage the students to apply the learned strategies to the context of the poem.</p> |
|----------|--|--|

| | | |
|--|---|--|
| | <p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? | <p>I will encourage my students to read books, poems, etc. My goal is to provide them with the ability to pre-read, scan and summarize. By learning to use these strategies they will become more fluent readers.</p> |
| Post-teaching | <ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? | <p>I will use the sensory impression technique to utilize their senses to aid in making predictions. At the beginning of the exercise I will instruct the students to close their eyes while I re-read the poem asking them to think about their five senses as they listen. Then they will discuss and write their descriptions on a sensory form. Class discussion and sentence writing will provide reflection.</p> |
| <p>Text and Materials</p> <ul style="list-style-type: none"> Authentic Based on students interests and goals | | <p>“Where the Sidewalk Ends” the poems and illustrations by Shel Silverstein</p> <p>I will be using the poem “Dancing Pants”</p> <p>“Creating Strategic Readers” by Valerie Ellery</p> |
| <p>How learning can be extended at home?</p> | | <p>Encouraging students to read lots of different kinds of materials will enable fluency. Also encouraging them to use the strategies; pre-reading, scanning and summarizing learned in our lessons will enable them to better comprehend reading materials.</p> |

| | |
|------------------------------------|--|
| Key vocabulary | Pants/Dance Marvelous/Fabulous Pleat/Beat Prance/Chance |
| Use of technology (if appropriate) | N/A |